

Documents on Diplomacy: Lessons

The Big One?

A Comparison of Treaties Designed to Protect the New Nation

- Standard: I. Culture
II. Time, Continuity, and Change
- Grade Level: 9-12 (*Note:* Higher-order thinking)
- Objectives: The student will:
- Analyze key documents using two analysis sheets
 - Conduct research with texts, references, and/or internet access
 - Listen and record key ideas from an oration
 - Write an evaluative essay (final copy) on the given topic
- Time: 2 class periods
- Materials: Documents: **1794** *Jay's Treaty*
1795 *Pinckney's Treaty*
1796 *Fisher Ames on the Treaty with Great Britain*
- Exercises: *The Big One: Jay's Treaty*
The Big One: Pinckney's Treaty
- Materials: A milk crate or block of wood of similar size for a stage
Collection of texts and historical resources in the classroom or computer lab for research
3" x 5" index cards
A volunteer with a good voice who can dramatize an oration
- Procedures:

Day One: Analysis and Research on the Big One?

1. Distribute the documents, *Jay's Treaty* and *Pinckney's Treaty*.
2. Distribute exercise charts for *Jay's Treaty* and *Pinckney's Treaty*.
3. Ask students to study the documents and fill in the exercise charts.
4. Let them work for 20-30 minutes using only the documents

- 5.** Then open the opportunity to research further and allow them to use the collection of resources in the classroom or go to the computer lab for further assistance or research in filling in the sheets.
 - a.** Students should keep a list of their references or reference sites
 - b.** Students may help each other during this part of lesson.
- 6.** Collect the analysis charts at the end of the class period.
- 7.** Consult privately with the volunteer asking him/her to read key portions of the Fisher Ames oration at the opening of class on Day Two. Give the volunteer time to study and practice, with extra credit to be determined by teacher.

Day Two: Listening and Making a Decision

- 1.** Set up the crate or block of wood in the front of the room with a chair to the front left of the wood. Have an index card placed on every desk top before students arrive to provoke their curiosity.
- 2.** Tell students that a special guest will share their class time today.
- 3.** Teacher will help the volunteer portraying the "ill and unable to stand" Fisher Ames to the stand. The volunteer will begin to appeal to the class using selected portions of Ames' oration, but along the way will become overcome by weakness and have to sit down.
- 4.** Before "Fisher Ames" begins to speak, ask students to record key words they hear during his oration on the 3"x 5" card.
- 5.** Form a group from each row. Have them record all of their words on one card for the group. Students should then transfer the list to the board. The teacher will eliminate duplicates as each row records their words. Fill the board.
- 6.** Using the words on the board, the documents, and their research, students will write a draft essay entitled "The Big One" including:
 - a.** The far-reaching importance of each or either of these treaties on U.S. diplomatic history.
 - b.** How one man can make a difference in history.
 - c.** Which element is the "big one?" Is it the man. . .the times. . .the documents. . . or the reaction of the public?
 - d.** A conclusion of their thinking with photos to support ideas.

- 7.** Help them construct an outline for the essay and begin writing the draft. Be sure to include references and any photos similar to those in the lesson.
- 8.** Hand in the draft the following day (or two). Teacher will make comments and corrections and have students write a final draft setting a due date.

Extension Activities:

- 1.** Have students create art work of "public uproar."
- 2.** Have students read aloud several of their essays from the "stand."
- 3.** Have students conduct research on what Minister James Monroe was negotiating in France while John Jay was in England and Thomas Pinckney was in France.
- 4.** Research why the two treaties were received so differently by the public (cultural leanings at the time.) ■